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ABSTRACT

A project was undertaken to establish plans for a network through which postsecondary vocational home economics institutions in Texas could exchange instructional materials. After reviewing current literature on the idea of an instructional materials exchange, project staff mailed letters to the Board of Education in each of the 50 states regarding the possible existence of a sharing network in each state. Next, the researchers surveyed select postsecondary personnel throughout Texas to determine their level of interest in the concept of a materials exchange network. A tentative plan was then developed and submitted to all postsecondary vocational and technical deans or directors and program coordinators in Texas for their approval. Based on the administrators' responses, a three-year plan was developed for an instructional exchange network. Covered in the final plan are the following: methods of materials acquisition, evaluation, cataloging, storage, and retrieval; use of the computer in cataloging; needed physical facilities; recommended personnel requirements and qualifications; means of publicizing the network and encouraging membership; means of increasing communication and the human resource potential of the network; suggestions for using advisory councils, linking agents, and review boards; and evaluation of the total network operations. (MN)

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FINAL REPORT

Project Number 22420015

VOCATIONAL HOME ECONOMICS

INSTRUCTIONAL MATERIALS EXCHANGE

NETWORK PLAN

Developed by

Home Economics Instructional Materials Center
Texas Tech University

May, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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CHAPTER I

REVIEW OF LITERATURE

Literature reviewed in this chapter focuses on three topics relevant to an instructional materials exchange network for post-secondary vocational home economics instructors in Texas. First, general information on the principles and basic concepts underlying the idea of information dissemination is presented. Information dissemination at all levels is being increasingly recognized as an essential activity of educational programs. The reasons why information dissemination systems have developed will be reviewed. Second, the different types of networks will be discussed with particular attention to the value of state-level systems. Finally, a recent needs assessment study of post-secondary vocational home economics educators will be reviewed. The conclusion is that a need for such an instructional materials exchange network has been established in Texas.

Principles and Benefits of Information Dissemination

This section briefly reviews literature which focuses on the concept of information exchange or dissemination and the underlying principles and benefits of this educational activity. Four reasons for establishing a dissemination system will be examined.

Dissemination is most simply defined as a communication process through which information is exchanged among individuals and institutions (Walls, 1981). Dissemination activities in the field of education have focused on the diffusion of educational research and project reports. The underlying principle beneath any dissemination effort has been the concept that knowledge can only be useful if it is in motion, i.e. being disseminated (Grimes, 1969). Educators have become increasingly aware, that considering the volume of educational research and other activities, the amount of information exchanged is in practice negligible (Curriculum Information, 1973).

During the past decade innumberable projects have been conducted which aimed to increase the amount and effectiveness of educational information dissemination (Rosenau, 1979). Some examples will be discussed in the next section. But first, a discussion of the reasons why dissemination systems or networks have been established will be helpful.

One of the first justifications cited by developers of dissemination systems for their services is that access to current information is essential in the process of program planning and decision making. As one project report states:

> ...there was a growing realization the services provided through the dissemination project were not ancillary, but essential in assisting districts to approach problems rationally and to examine alternatives when planning for new or improved programs (Evans, 1980).

Hence, planned change is a major outcome or benefit of any dissemination effort (Walls, 1981). A second rationale given by dissemination systems for their services is that unnecessary duplication of efforts is prevented. This translates in the long run into dollars saved. In 1980, for example, the Curriculum Coordination Centers reported substantial savings for the regions where curriculum materials from other curriculum centers were adopted or adapted to meet the needs of programs in the region (Curriculum Coordination, 1981). As another project report states, "...replication is a waste of effort, time for the personnel involved, equipment used, and creates a drain on financial resources" (Carter and Chappell, 1977, p. 5). A third reason for information exchange is motivation. When educational personnel have access to and use information dissemination systems, they are motivated to solve problems in new ways, to try new teaching strategies, and to apply research findings.

The fourth rationale for an exchange network might be examined more closely as it bears upon a common concern of post-secondary educators. That common concern is the wide variety of students which participate in post-secondary programs. Several studies of post-secondary students have documented the characteristics of community and junior college students (Kelley and Leslie, 1970; London, 1978; Glosson and Bowers, 1981). Glosson and Bowers (1981) summarized their research findings on post-secondary vocational student characteristics:

> Community junior college students were characterized by those interviewed as having wide-ranging educational backgrounds, ages, and experiences. The reading levels of the students appeared to be lower than the junior college level, many between 8th and 10th grade reading levels. In the majority of programs over 50 percent of the enrolled students were currently employed in their area of study (p. 21).

The conclusion reached after analyzing student characteristics is that students of post-secondary programs need a wide variety of instructional materials which can be used flexibly (Kelley and Leslie, 1970). An instructional materials exchange network facilitates the circulation of materials from related programs thus increasing the variety of appropriate materials available for student use.

Need for a State-Level System

Information dissemination occurs at the national, state or regional, and local levels (Grimes, 1969). Post-secondary vocational home economics educators in Texas have access to information from several national systems such as the Education Resources Information Center (ERIC) and the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The ERIC offers instructors and administrators access to project and research reports from all over the nation which might not otherwise be available. The NNCCVTE has as one of its stated objectives to disseminate information about vocational curriculum products developed by various centers throughout the nation (Rosenau, 1979; Curriculum Coordination, 1981).

At the local level, exchange of information among educators is usually informal and nonsystematic. For example, educators may exchange information through professional meetings or inservice workshops. George Grimes in A Proposed Educational Information System for the State of Michigan (1969) identifies a "great need to help develop local information systems which are directly related and compatible with state and national information services" (p. 28). He goes on to suggest that a state-level system for disseminating information might best facilitate the exchange of locally developed materials. The state-level system can serve as an intermediary between national and local levels and stimulate the diffusion of locally developed products throughout a state or region. For example, in Texas, Project CITE (Coordinating Information for Texas Educators) resulted in a dissemination system which sought to coordinate information exchange from the national to local levels (Texas Education Agency, 1980). In addition, the system endeavored to coordinate all other dissemination efforts underway in various other state programs. The central CITE Resource Center in Austin handled requests for information from public school administrators, teachers, and state education agency personnel. Searches of various data bases (such as ERIC), journals, and TEA project reports resulted

in a bibliography listing information sources on the topic requested. Users of the system could then request from the center copies of the articles desired. After the initial pilot project (1975-1980) the Texas Education Agency has continued to support the state-level dissemination system (Texas Education Agency, 1980).

An example of a dissemination system which stimulates the diffusion of locally developed products is the regional or state system of Teachers' Centers. The more than 100 Teachers' Centers located in 44 states serve as centers for inservice training, informal curriculum development, and for the sharing of ideas among public school teachers (Writings from the Network, 1980; Walker, 1981). The centers in turn have established a national network called the Teachers' Centers Exchange through which the products of various centers are shared (Rosenau, 1979). Through such a network, a locally developed curriculum product could be shared nation-wide.

Of these two state-level dissemination systems, only CITE is available to post-secondary vocational home economics instructors in Texas. However, it is not widely used at this time by junior and community college personnel. Under the present system, a junior or community college can join the network by paying a membership fee which entitles them to request searches (CITE Project, 1982).

Several other states have developed dissemination systems which involve post-secondary educators more directly. A review of these systems gave several insights into how a post-secondary vocational home economics instructional materials exchange network might work. Two successfully implemented systems will be briefly reviewed: the Vocational and Occupational Information Center for Educators (VOICE) in California, and the Consortium for Sharing Instructional Materials Clearing House (CSIM) in North Carolina.

The California State Department of Education and California Community Colleges established the VOICE system in an effort to coordinate and improve the

dissemination of information relevant to vocational and technical education at all program levels. One of the subsystems incorporated into VOICE was the Services to Home Economics and Resources in Education (SHARE). This subsystem made a variety of instructional media and materials specific to home economics available. The VOICE system has developed using current computer technology aiming at the goal of users having local computer access to the VOICE data base. Community and junior college instructors can obtain a variety of materials from VOICE such as textbooks, audiovisuals, reference books, activity packages, curriculum guides, and research reports (Anderson and Verloo, 1980).

The North Carolina State Department of Community Colleges funded a project to establish the Consortium for Sharing Instructional Materials Clearing House. The original purpose of the CSIM was to provide a mechanism through which instructional media and materials available on different community college campuses could be shared thus improving the quality and efficiency of instruction and simultaneously reduce the unnecessary cost of duplication (Carter and Chappell, 1977). After the first 20 months of operation, the network had been joined by 53 of the 57 North Carolina community colleges who agreed to submit materials, including those developed by their faculties, to CSIM. The final evaluation report of the project concluded that a "successful plan was developed, implemented and proved to be practical in the sharing of locally produced instructional media" (Carter and Chappell, 1977, p. 32) Two activities originating in CSIM are still operational, training in and development of quality instructional modules and an exchange of 16mm films among post-secondary institutions (Doyle, 1981).

To summarize, a state-level system seems most appropriate for the dissemination of instructional materials developed by post-secondary vocational home economics instructors. Most programs in vocational home economics at the community and junior colleges in Texas are the only ones in their respective cities

and counties. Therefore, a local syster must be ruled out. Post-secondary vocational home economics educators have access to several national networks through which useful information can be obtained. Though several state-level dissemination networks are operating in Texas, they do not aim to meet the specific needs of post-secondary vocational home economics instructors. A state-level network designed to meet these instructors' needs would enable them to utilize information generated by colleagues with common problems and concerns unique to Texas post-secondary vocational home economics programs.

Need Established in Texas

So far, literature has supported the value of a state-level dissemination system or sharing network for post-secondary vocational home economics instructors. In this section, a research report specific to post-secondary vocational home economics programs in Texas will be reviewed.

In 1981 the Home Economics Instructional Materials Center conducted a needs assessment project funded by the Texas Education Agency to investigate post-secondary vocational home economics instructors' needs for instructional materials. Through interviews conducted at 20 community and junior college campuses across the state, and a survey sent to 200 instructors, it became evident that a need existed for sharing instructional materials which had been developed by the instructors or which were available on their campuses (Glosson and Bowers, 1981). Of the 93 post-secondary vocational home economics instructors responding to the needs assessment survey, 94 percent said they would benefit from sharing instructor-developed materials.

Potentially, an exchange network for post-secondary vocational home economics instructors would be widely used. Texas has 64 post-secondary programs in vocational home economics, including child development, food service, dietetics, interior design, fashion design, and alterations and tailoring (1980-82 Information Guide, 1980). Over 200 instructors teach either full- or part-time. The number of instructors will likely increase during the next five years as enrollment in post-secondary institutions in Texas increases (Western Interstate Commission, 1979).

Summary

In conclusion, literature reviewed confirms the need for dissemination through organized systems or networks at all levels of education. Diffusion occurs in a variety of formats: local, state or regional, and national. A state-level system seems the most appropriate format for the exchange of post-

secondary vocational home economics instructional materials. Most dissemination systems or networks focus upon a particular audience. In Texas, post-secondary vocational home economics instructors are not accessing existing state dissemination networks because they do not address the particular needs of post-secondary instructors. Texas post-secondary vocational home economics instructors have clearly indicated their need for a mechanism through which instructional materials relevant to their programs might be exchanged.

CHAPTER II

METHODS AND PROCEDURES

A need has been established for post-secondary vocational home economics instructors in Texas to exchange instructional materials. The overall objective of this project was to establish plans for a network through which this exchange could take place. In addition, an indication of support from appropriate post-secondary personnel for this network was sought.

The methods and procedures used to achieve these objectives are discussed in this chapter. A chronological sequence of activities is presented as well as a detailed discussion of these activities. The review of literature, input from other states, and input from post-secondary personnel in development of the plan is included.

Chronological Sequencing of Activities

The sequence of activities for the project, reported by quarters, is as follows:

First Quarter

1. Conducted an ERIC search to locate current literature on the idea of an instructional materials exchange network
2. Mailed letters to the Board of Education in each of the 50 states regarding the possible existence of a sharing network in each state

Second Quarter

1. Reviewed citations listed in the ERIC search
2. Analyzed responses to letters mailed to Boards of Education
3. Mailed cover letter and brief questionnaire to a select group of post-secondary personnel to assess their opinions regarding an instructional materials exchange network
4. Continued work in compiling and analyzing information to be used in the development of a long-range plan
5. Developed a tentative three-year timetable of network activities

Third Quarter

1. Completed the review of literature on the exchange network

2. Mailed a letter of inquiry to 17 additional persons in other states to request specific information about their dissemination programs

3. Analyzed results of the preliminary survey of select post-secondary personnel

4. Developed a plan for the development and implementation of a post-secondary vocational home economics instructional materials exchange network

5. Submitted the outlined plan and survey instrument to TEA for their approval

6. Mailed the outlined plan and questionnaire to all post-secondary vocational-technical deans or directors and program coordinators in Texas

Fourth Quarter

1. Analyzed results of the questionnaire accompanying the outlined plan

2. Revised the exchange network plan to incorporate results of responses to the questionnaire

3. Completed the final detailed project report for submission to TEA

Description of Methods and Procedures

Literature reviewed included citations from an ERIC search and the final report on the Texas post-secondary vocational home economics instructional materials needs assessment project. In addition, a second review of ERIC entries was made to update the original search.

This review provided information, ideas, and guidelines that were used in drafting and finalizing the plan. Reports on dissemination efforts in Texas, North Carolina, South Carolina, California, Michigan, Iowa, and Oregon indicated a state-level system was an appropriate level for a dissemination system. Though instructor-developed materials were not exchanged in the majority of these systems, they presented useful ideas on setting goals, objectives, and priorities; suggestions for developing a network plan; and potential problem areas. The updated search revealed the existence of several teacher centers where instructional materials were exchanged.

Input From Other States

Each Board of Education of the 50 states was contacted through a letter regarding the existence of a sharing network in their area (see Appendix A). Respondents were requested to provide the names and addresses of individuals who might give information regarding the implementation, scope, function, and

financial organization of such a network in their state. A total of 36 states responded, 19 of which had no formal network and 17 of which supplied the names of a person to contact for further information. Of the 19 respondents who had no network, several indicated a need for this type of exchange. A few indicated their post-secondary home economics programs were too small to warrant such a program.

A letter and inquiry were sent to the contact person in each of the 17 states to learn more about how their networks functioned, including successes and problem areas (see Appendices B and C). Responses were received from eight states, none of which indicated that instructor-developed materials were shared through a formal state-level exchange network at the post-secondary level. Factors which were seen as important to the success of a network included having a competent consultant, adequate budget, and an advisory committee. Problems networks experienced included lack of user input, funding, reluctance to change, staffing, and lack of communication. Both local and national exchange systems were seen as important. Responses to some of the questions on this inquiry indicate the information desired was not clear to all who responded.

Input From Post-Secondary Personnel Prior to Plan Development

Input from post-secondary personnel in Texas was needed to develop the preliminary plan and to determine the level of interest in the concept. A cover letter and brief open-ended questionnaire were developed for the purpose of obtaining suggestions from a select group of post-secondary personnel (see Appendices D and E). A representative of the Texas Education Agency suggested the names of these individuals. The cover letter and questionnaire were revised after input from TEA. The revised, approved version was sent to three post-secondary presidents, five vocational-technical deans or directors, and 12 post-secondary vocational home economics program coordinators. Eleven responses were received, the results of which will be described in Chapter III.

Incorporating these responses, information and suggestions from the review of literature, and coorespondence with other programs, a preliminary plan for the development and implementation of a post-secondary vocational home economics instructional materials exchange network was developed (see Appendix F). It covers the goals and purposes of a network as well as detailed information about the operation of such a network. An implementation timetable proposing activities for the first three years of operation of an exchange network was included (see Appendix G).

Input From Post-Secondary Personnel in Response to the Preliminary Plan

After approval by the Texas Education Agency, the outlined plan was submitted to 95 post-secondary vocational-technical deans or directors and coordinators of programs in vocational home economics in Texas. The plan was accompanied by a cover letter and three-part questionnaire approved by TEA (see Appendices H and I).

The questionnaire sought to gain reactions from the respondents regarding the goals and activities of the plan as well as an indication of their support for the network. Respondents were given a two-week deadline for returning the questionnaire. A follow-up note was sent to each respondent who had not returned the questionnaire one week after the deadline requesting their return. A total of 37 responses were received in time to be included in analysis of the survey results, which are presented in Chapter III. Results were tallied twice to ensure accuracy.

A final plan was developed by modifying the preliminary plan as necessary to reflect results of reactions to the preliminary plan. Fifty percent or greater agreement was considered to be supportive of the idea presented in each statement or question. The final three-year plan described in Chapter IV details activities and goals for the first three years on a year-by-year basis.

CHAPTER III

SURVEY RESULTS

Included in this chapter will be an analysis of two surveys of post-secondary vocational home economics personnel administered with regard to the proposed instructional materials exchange network. The initial survey was an open-ended questionnaire sent prior to plan development to 20 selected post-secondary personnel. This instrument sought a general indication of support for the plan and suggestions for its organization and operation. The second survey was a three-part questionnaire mailed to 95 post-secondary personnel. This survey accompanied the preliminary outlined plan and timetable for proposed network operations. The survey requested input from the respondents regarding the outlined plan and a general indication of support of the plan.

Results of both surveys will be described in detail. Tables 1, 2, and 3 are included to show the evaluation items and frequency of responses to each item in the second survey. Copies of the cover letters, questionnaires and preliminary plan used in these surveys are included in the Appendices.

Questionnaire Prior to Plan Development

A brief, open-ended questionnaire was mailed with an appropriate cover letter to selected post-secondary vocational home economics personnel in Texas. Three post-secondary presidents, five vocational-technical deans, and 12 post-secondary vocational home economics program coordinators were selected for this evaluation. The purpose of the questionnaire was to determine the level of interest in the concept and obtain suggestions regarding its organization and operation. Of the 20 questionnaries sent, 11 were returned, resulting in a response rate of 55 percent.

Question 1 asked respondents to list the benefits, advantages, and disadvantages they perceived in instructors exchanging instructor-developed materials through a network. Advantages listed included: 1) time saved by avoiding unnecessary duplication of effort, 2) money saved, 3) new ideas and teaching strategies circulated, and 4) some possible program standardization across the state. Disadvantages foreseen included: 1) possible lack of willingness to share, 2) too much time might be taken to order materials and return them, 3) reading levels may be too high for some of the materials shared, 4) materials may not be available when needed, and 5) too much reliance might be made by instructors on network materials which might not meet local needs.

Question 2 requested input regarding implementation of the program. Suggestions made by the respondents included: 1) developing a computerized listing of materials that is accessible through satelite or TELEX, 2) surveying the instructor materials avaiable, 3) establishing a loan system with guidelines, 4) hiring a permanent staff person to handle requests, 5) establishing needed time for mail-in and mail-out of materials, 6) developing a list of materials by instructor's name with descriptive information on each item (purpose, course description, student ability level), 7) having a central clearinghouse and published catalog, and 8) including all schools on the network mailing list.

In response to Question 3, the majority of respondents were noncommittal regarding financial support that might be available to the network through their institutions. Providing duplicate copies of materials given to the network and paying for mailing/shipping and telephone calls were suggested as ways of assisting the network financially.

Several additional services that the network could provide were suggested by the respondents in Question 4. These included exchange teaching, coordination of all similar programs in Texas, curriculum development (including textbook lists and course outlines), workshops, and listing of course content on computer for easy transferability among schools.

Additional comments regarding the network were requested in response to Question 5. Several were made by the respondents. A need was expressed for having duplicate copies of materials to increase their accessibility to numerous users. Recommendations were also made that the network check with other similar networks prior to implementation. Sharing of techniques to recruit students and short-term courses were suggested as other services the network might offer. One respondent indicated that the need for this network might be determined by assessing the use other states have made of such a system.

Results of this survey indicate that the responding post-secondary personnel perceive the network as a valuable and useful concept. While most were noncommittal regarding financial support, most saw the network as being advantageous in several respects supported by the review of literature. The ability to save money, time and effort as well as increased accessiblity to new ideas were the most frequently listed advantages. Disadvantages showed much thought and consideration of the problems that might be experienced in using or organizing the network. Consideration of these and other problem areas was included in drafting the preliminary plan in an effort to avoid as many problems areas as possible that might

detract from the success of the network. Not all of the additional services suggested by the user audience were included in the plan. Most were considered to be relevant and worthy of future considerations but some were not compatible with the goals for the network at this time.

Questionnaire with Accompanying Plan

A three-part questionnaire was sent along with the proposed preliminary plan to 95 post-secondary vocational home economics vocational-technical deans and directors and program coordinators. The purpose of this questionnaire was to solicit feedback about the plan as outlined and to obtain a general indication of support for the plan. Of the 95 questionnaires sent, 37 were returned, resulting in a response rate of 38 percent. Tabulations were completed on 31 of the returned questionnaires. Three questionnaires arrived too late for tabulation and the remaining questionnaires were voided. Three of the questionnaires returned uncompleted were accompanied by statements to the effect that such a network would not meet the current needs of the respondent.

The questionnaire was divided into three parts, each featuring a different type of evaluation item. These three sections will be discussed in detail.

Questionnaire Responses, Part I

Questions in this section of the survey called for a "yes" or "no" response and explanatory comments. Table 1 shows the questions asked and the frequency of response. Questions 1 and 2 attest to the respondents' 100 percent approval of the network plan's goals and functions, as outlined. Since there were no negative responses to these two questions, there were no written suggestions given on revising the network.

Question 3 asked respondents for further suggestions to revise the network plan as outlined. This question allowed respondents who were generally approving of the outlined plan to suggest improvements. The majority of respondents, 74 percent, had no suggestions. The remaining responses revealed concerns or questions about the network that were not apparent in the outlined plan or made suggestions for additional features to be included in the plan. Questions respondents had about the plan included how the network would be funded, how many colleges were willing to participate, whether or not the plan was too comprehensive, and if there would be one central network for the state. Suggestions included hiring both a project director and secretary full-time and setting up operations in a location that has room for all materials.

Responses to Questions 4 and 5 indicated the level of the respondents' interest in participating in the network. Of those responding, 93 percent desired

TABLE 1

Questionnaire Response Part I

Question and Number Responding	Response Frequency	
	Yes	No
1. Do the goals, as outlined in the plan seem appropriate for an exchange network? (Number responding: 31)	100%	0%
2. Are the functions or activities outlined appropriate for achieving these goals? (Number responding: 30)	100%	0%
4. Are you interested in using materials that might be available through such a network? (Number responding: 30)	93%	7%
5. Do you have materials you have produced that you would be willing to share with such a network? (Number responding: 29)	61%	32%

to use materials available through the network and 61 percent indicated that they have materials they would be willing to share. Reasons given by the 32 percent who would not share materials were: 1) quality of materials might be unacceptable, 2) materials might not be useful to others, 3) no materials were available at present, and 4) they would not be able to use their own materials when needed. Reasons respondents gave most frequently for their interest in participating in such a network included reduced cost of instructional materials and accessibility to new ideas and materials.

Questionnaire Responses, Part II

This section of the survey consisted of nine multiple choice items calling for selection of the phrase which the respondents felt best completed the sentence, thus indicating their preference. Table 2 shows the statement stem and alternative responses for each item, as well as the frequency of response. The number of possible responses varied for each item from two to four possibilities. Statements 1 through 5 requested feedback regarding the network policies and guidelines. Attitudes toward funding, scheduling, and general support of the network were evaluated in Items 6 through 9.

Responses to Items 1 and 2 indicated the network should strive to ensure that quality materials would be available through the network. Of those responding, 71 percent believed that only the materials which meet specific criteria should enter the network. A total of 75 percent indicated network personnel should be involved in evaluating materials although 57 percent felt their efforts should be in cooperation with a review board. The distribution of responses to Question 2 indicates further study would be needed to determine the appropriateness of incorporating a review board in materials evaluation. In responding to Item 3, most of those surveyed, 83 percent, agreed the network should duplicate the materials and return the originals to the owner. It was agreed by 74 percent that the network functions should include trying to locate instructor-developed materials to fill special needs, which indicates the need for surveying instructor-developed materials available and maintaining open lines of communication between network and users. Whether or not a linking agent is a desirable component of the plan needs further investigation as only 61 percent of the respondents supported the concept while 39 percent considered this unnecessary in responding to Item 5.

Responses to Items 6 and 7 indicated some favorability for, but not a strong acceptance of, membership fees being assessed either to compensate for inadequate

TABLE 2

Questionnaire Responses Part II

Stem Sentence	Completing Phrase	Response Frequency	Number Responding
1. A goal for the first year when the network is being established, should be to accept	A. as much materials as possible. B. only those materials which meet predetermined criteria.	A. 29% B. 71%	31
2. Evaluation of the method of presentation, subject matter accuracy and difficulty of the subject and material should be the responsibility of the	A. instructor submitting the material. B. exchange network personnel. C. review board. D. network personnel and review board.	A. 21% B. 18% C. 4% D. 57%	28
3. Items submitted to the network by an instructor should be	A. held permanently by the network B. reproduced and returned to the instructor.	A. 17% B. 83%	29
4. The network should	A. request submission of additional instructor-developed materials that might be available to fill special needs. B. limit services to providing materials in network at the time of the request.	A. 74% B. 26%	31
5. A "linking agent" at each college would	A. be helpful in assisting and encouraging instructors' participation in and use of the network. B. serve no purpose since each instructor will have access to the network.	A. 61% B. 39%	31
6. If sufficient funding is not available from other sources to support the network, membership fees	A. should be considered. B. should <u>not</u> be considered.	A. 60% B. 40%	30

(continued)

TABLE 2 Continued

	Stem Sentence		Completing Phrase	Response Frequency	Number Responding
7.	If necessary to provide additional services requested, membership fees	A.	should be considered.	A. 64%	28
		B.	should not be considered.	B. 36%	
8.	The timetable, as outlined, seems to require	A.	adequate time.	A. 97%	30
		B.	too much time.	B. 3%	
		C.	too little time.		
9.	As outlined, the exchange network is one I would	A.	endorse.	A. 94%	30
		B.	not endorse.	B. 3%	
		C.	endorse, if revisions indicated in Part I were made.	C. 3%	

funds from other sources or to provide additional services through the network. Membership fees should not be charged except after obtaining additional support. It is anticipated that the usefulness of the network in meeting instructors' needs for materials may influence this support for membership fees. Should fees be assessed, both the advisory council and network users should be consulted.

Responses to Items 8 and 9 revealed (as did Questions 1 and 2 in Part I) a strong percentage of support for the overall plan and timetable submitted. Of those responding 97 percent considered the timing of activities over a three-year period to be adequate. In addition, 94 percent said they would endorse the network plan as submitted. An additional 3 percent would endorse the plan if revisions indicated in Part I of the questionnaire were made. Only 3 precent said they would not endorse the network as presented in the plan.

Questionnaire Responses, Part III

This section of the survey consisted of 11 statements with which the respondents could agree or disagree or give the response of undecided. Table 3 shows the statements and frequency of response for each category. Items 10 through 14 reflect the respondents' attitudes toward several network policies and services. Items 15 through 20 indicate the respondents' attitudes toward network budgeting, use of the advisory council, student involvement, and needed personnel.

In response to Item 10, 74 percent of those surveyed agreed that materials developed for sale by other sources should be accepted for inclusion in the network if they meet designated criteria. This would indicate the need for quality control of all materials in the proposed network.

Responses to Items 11 and 12 indicate most of those surveyed believe users of materials should assume some responsibility for their safe return to the network as scheduled. Of those responding, 68 percent agreed with Item 11, indicating assessing fines for lost or damaged materials may be an appropriate policy. In responding to Item 12, 65 percent stated that users should pay fines for overdue materials. As with membership fees, surveyed in Part II, fees were favored but support is not strong enough to include them in formal network policies without further surveying of the users.

Respondents agreed strongly that the network should provide the two services described in Items 13 and 14. Having duplicate copies of printed instructor materials available is favored by 94 percent of the respondents. Of those responding, 84 percent also indicated instructors would benefit if the network makes available to the users research and project reports.

TABLE 3

Questionnaire Responses Part III

Statement		Response Frequency			
		No. Responding	Agree	Disagree	Undecided
10.	Contribution of materials developed for sale by other sources should be accepted for inclusion in the network if they meet designated criteria.	31	74%	13%	13%
11.	Instructors using materials should be fined for loss or damage to materials in their possession.	31	68%	10%	22%
12.	Users should be assessed fines for overdue materials.	31	65%	16%	19%
13.	Having duplicate copies of printed instructor-made materials available is a desirable network function.	31	94%	0	6%
14.	Instructors would benefit from research and project reports shared through the network.	31	84%	6%	10%
15.	The number and qualifications of the personnel as described appear adequate for the first year of network operation.	29	83%	10%	7%
16.	Membership in the advisory council should include one representative from each of the subject matter areas served by the network.	31	87%	6%	7%
17.	One or more post-secondary students should be included in the advisory council.	31	49%	19%	32%

(continued)

TABLE 3 Continued

Statement	Response Frequency			
	No. Responding	Agree	Disagree	Undecided
18. The network should survey students periodically to assess their reactions to use of network-exchanged materials in their courses of study.	29	66%	17%	17%
19. Travel expenses should be provided by the council member's institution when attending advisory council meetings.	31	74%	13%	13%
20. Estimated annual operating costs of $30,000 the first year, $40,000 the second year, and $50,000 the third year seem reasonable for the network as planned.	28	50%	4%	46%

In responding to Item 15, 83 percent of the respondents approved the number and qualifications of personnel as described in the plan. Strong support was evidenced for including a representative from each subject matter area served by the network on the advisory council. Of those responding, 87 percent agreed with this statement in Item 16.

The support for involving students in an advisory council and in evaluating the effectiveness of network materials used in the classroom was not strong. Only 49 percent of the respondents agreed that post-secondary students should be on the advisory council while 32 percent were undecided and 19 percent disagreed in response to Item 17. There was 66 percent agreement with Item 18, indicating some favorablness toward surveying students to assess their reactions to the network materials used in their courses of study. However, 17 percent of the respondents either disagreed with or were undecided about this idea.

Asking advisory council members' institutions to provide for their travel expenses to and from council meetings appeared to be an approprite network request. There was agreement with this statement in Item 19 by 74 percent of the respondents.

The respondents did not indicate strong support for the budget proposed in Item 20. There was 50 percent agreement with the yearly amounts while 46 of the respondents were undecided and 4 percent disagreed. Providing more detailed information as to what these yearly figures represented might have lowered the percentage of the undecided responses.

Summary

This chapter described the results of two survey instruments administered to post-secondary vocational home economics presonnel. Both surveys endeavored to obtain input from the respondents about a proposed instructional materials exchange network. Responses to the first open-ended questionnaire brought out advantages and disadvantages of such a network. Many of the comments were reflective of information found in the literature reviewed for this project. The second questionnaire with accompanying outlined plan resulted in general approval of the exchange network idea and plan as proposed. Though the results of this survey showed strong support for the proposed network, the fact that only 38 percent responded implies the need to further assess potential user interest in this network prior to its actual implementation.

CHAPTER IV

PROPOSED PLAN FOR AN INSTRUCTIONAL MATERIALS EXCHANGE NETWORK

The proposed plan described in this chapter sets forth guidelines and activities for establishing a state-level instructional materials exchange network for post-secondary vocational home economics programs in Texas. These guidelines and activities reflect the results obtained from the surveys described in the preceding chapter and have been included to maximize the potential for the success of such a network. They have been developed based on six goals for the network:

1. To provide greater accesibility to appropriate instructor-developed materials
2. To promote greater accesibility to appropriate human resources within the exchange network
3. To encourage maximum participation in the network through appropriate publicity and communication
4. To provide appropriate resources to facilitate maximum operation of the network
5. To provide appropriate evaluation of network effectiveness
6. To change the network operations as needed based on evaluation findings

The plan presented in this chapter gives a year-by-year description of activities pertinent to each of the first three years of operation. Plans for materials acquisition, evaluation, cataloging and dissemination; identification of the human resource potential within the network; methods of fostering communication within the network; methods of evaluating network effectiveness; needed physical facilities for housing network operations; personnel requirements and qualifications; use of an advisory council, review board and linking agent; and use of a computer will be described.

Two types of resources should be exchanged through the network established through this plan. The main focus should be the exchange of non-human resources in the form of instructor-developed instructional materials. These will be materials developed by instructors for use in meeting student learning needs and may vary in type and format. Handouts, transparencies, slide/cassette presentations, lab manuals or other printed publications, curriculum guides, films, filmstrips,

and videocassettes are examples of instructor-developed materials which might be entered into the network for exchange. The second type of resource to be exchanged is that of human resources. Plans for this facet of the network include the exchange of ideas as well as increasing instructors' awareness of other instructors' professional activities, interests, and current involvement in research and/or special projects.

To accomplish the exchange of both of these types of resources, as well as other network goals, the network should be housed in one location so that all activities can be coordinated and continually evaluated. The actual physical location need not be centrally located within the state in order to centeralize these functions. Instructors will send materials to and receive materials from the central coordinating agency rather than exchanging materials directly with other instructors.

Instructors in the 64 post-secondary vocational home economics programs in Texas should be invited to participate in the network, membership policies and guidelines being established in consultation with an appropriate advisory committee. Membership fees will be considered if sufficient funding is not available from other sources.

According to the plan, the network should be set in place the first year. Actual functioning should begin the second year. Modifications should be made according to user needs during the third year. A timetable of activities appropriate for each of these years is included as Appendix G.

First-Year Activities

The first-year activities should focus on establishing the organization of the network and setting operations in place so that actual exchange can begin the second year. The major activities to be accomplished at this time include the following:

1. Selecting an appropriate location for network headquarters
2. Employing needed personnel
3. Establishing and working with an advisory council
4. Acquiring needed equipment and supplies
5. Establishing and working with a review board
6. Publicizing the network
7. Locating materials to enter the network
8. Evaluating materials received
9. Entering materials into the network

Selection of an Appropriate Location

Selection of an appropriate location should be based on adequacy of facilities and services available. Adequate space will be needed to accommodate needed personnel as well as provide proper storage of materials entered into the network. Services that will be needed should be readily accessible, including computer, printing, and research services. The network would benefit, also, by being located in a place where personnel have access to a library, services for accounting and finance, and mailing equipment.

The network need not be centrally located within the state to be effective. Establishing effective interrelationships, maintaining a sensitivity to local needs, and the potential for ready access to needed materials are more improtant to success than the physical distance of the user audience from the point of dissemination (Grimes, 1969).

Employing Needed Personnel

For the first year of operation, a project director should be employed 20 percent time, an assistant 50 percent time, and a secretary 50 percent time. These requirements appear to be adequate for the first year. Anticipating the personnel time needed will increase as the network grows, these requirements should be reviewed annually. The duties and minimum requirements for the project director are outlined below.

Duties

1. Work with the advisory council to establish the guidelines and policies for network operations
2. Implement the suggested guidelines and policies in the formation and evaluation of the network
3. Supervise the daily acitvities involved in keeping the network functioning successfully
4. Work with a review board in evaluating materials submitted for admission into the network
5. Evaluate and revise items submitted to the network in accordance with predetermined evaluation criteria
6. Publicize the network through on-site visits to selected colleges, presentations at professional meetings, and other appropriate means
7. Search for appropriate materials to include in the network
8. Supervise other personnel in conducting their responsibilities
9. Compile quarterly reports of network operations
10. Oversee compilation and production of all printed materials, including forms and the quarterly newsletter

Mimimum Requirements

B. S. degree in home economics education or closely related discipline; work experience and/or exposure to post-secondary expertise in curriculum evaluation and development; expertise in supervising other personnel and projects; ability to organize effectively

Establishing and Working With the Advisory Council

The advisory council should contribute to the success of the network in providing new insights and increasing objectivity regarding network operations and organization by serving three main functions. First, it should provide advice to the network personnel in the formulation of policies and guidelines. Second, it should provide an objective evaluation of the organization and operation of the exchange network with regard to its ongoing success. Third, it should offer recommendations for needed changes based on the results of evaluation.

Questions the council might address throughout the three-year period include the following: 1) Is the network achieving its predetermined goals? 2) Are these goals still viable or in need of revision? 3) What changes need to be made to improve the network effectiveness? 4) Are materials provided through the network meeting user needs? 5) Are activities conducted as efficiently as possible with regard to personnel time, materials, equipment required, and overall expense? 6) If needed, what alternative means of financing are available?

Membership in the advisory council will be selected by the project personnel. One representative from each area of vocational home economics taught at the post-secondary level in Texas should be asked to serve. These program areas include, child development, fashion design/tailoring, food service/dietetics, and interior design. In addition, persons with special expertise in evaluation of educational materials or who have experience in materials exchange might be involved in the council. The advisory council should meet at least twice during the first year. Travel expenses for each advisory council member will be paid for by each member's institution.

Activities in which council members are involved might vary somewhat from year to year. The first year, they would assist network personnel in establishing the ogranization for the network. The second year they could evaluate the effectiveness of this organization and make recommendations for any needed changes. Evaluating the overall effectiveness of the revised network could be the main goal for the third year.

Specific goals for the advisory council during the first year might be: 1) developing network policies and guidelines regarding memberships; fines to be assessed for overdue, damaged or lost materials; length of loan period, etc., 2) revising proposed publicity items and making suggestions for additional ways to promote participation, 3) developing criteria for accepting materials into the network that can be used by review board and network personnel, 4) developing criteria for instructor evaluation of their own materials, 5) developing criteria for evaluating network success at the end of the first year of operation, 6) establishing appropriate goals for the second year based on first-year evaluation, and 7) developing criteria for evaluating network success semi-annually the second year of operation.

Acquiring Needed Equipment and Supplies

The following is a list of the minimal equipment and supplies that should be needed during the first year of network operations based on this plan.

Equipment	Supplies
2 desks and 2 chairs	mailing labels
1 typewriter	packaging containers
2 filing cabinets	index cards
1 set shelves	stationery and envelopes
4 card catalog files	post cards
1 postage meter	printed items (survey forms, evaluation forms, brochures, check-in forms)
1 copy machine	desk supplies
1 telephone	

Establishing the Review Board

In addition to an advisory council, a review board should be established to provide objective evaluation of materials submitted to the network throughout the years of operation. The board should consist of at least one representative from each subject area who may or may not be members of the advisory council. The review board's function should be to evaluate the appropriateness of each item for entering the network based on predetermined criteria and their own insights.

Materials to be evaluated should be mailed along with evaluation forms to the board member who is most knowledgeable in the subject area with which the item is concerned. These completed evaluation forms would then be considered along with those of the project director in determining the acceptability of each item to enter the network.

Publicizing the Network

Publicity will be important to the success of the network. Three goals have been established for this area of activity for the first year. First, the network personnel should inform the appropriate persons at each eligible post-secondary junior or community college in Texas of the opportunity to participate in the exchange network. Second, network personnel should strive to stimulate interest in the concept of exchanging instructor-developed instructional materials. Third, the network personnel should work to familiarize the appropriate persons with the actual organization of the network and the kind of materials to be exchanged. Appropriate materials and methods will be needed to achieve these goals adequately.

In order to inform each program coordinator and instructor of the opportunity to participate, several items of coordspondence should be used. A letter introducing the network and the beginning of its operations should be sent to these persons. The letter should be accompanied with a reply card on which each may indicate his or her interest in participation and make recommendations for a linking agent to represent the college with the network. Upon receipt of this reply card, a letter of welcome will be sent from the network personnel to those who want to participate. Introductory materials regarding membership and submitting materials should be enclosed with this letter. Those institutions who do not respond or who respond negatively to the initial letter of introduction to the network should be contacted again. The object of this follow-up is to encourage them to reconsider and clarify any misconceptions they may have. Informing them of other interest received to date may be beneficial in recruiting their participation.

In addition to contacting each college individually through the introductory letter, the project director should attend several professional meetings to present the network. Together, these two methods will help stimulate interest in the concept of exchanging instructor-developed materials. A promotional brochure with detachable, postage-paid reply card could be beneficial as a handout at these meetings. In addition, the director can display examples of the type of materials which might be available through the network.

Personal contacts will also help the network personnel familiarize educators with the organization of the network and the kind of materials to be included. A selected number of colleges should be visited in person; those not visited should receive a telephone call from the project director. During the

visits, the project director should personally inform instructors of the exchange network and how they can participate, showing examples of the types of materials to be included in the network. Proper instruments for surveying, evaluating, and submitting materials can be distributed at this point if they have not previously been received. If definite interest in participating is not indicated at the time of this meeting, the project director should leave a brochure and check back with them at a later date. Those institutions visited by phone rather than in person would also need to receive the appropriate follow-up materials.

Locating Materials to Enter the Network

Methods for locating materials in addition to personal visits include surveying instructors to locate items available for exchange and working with a linking agent at each college. Through these methods, the capacity of the network to meet its goals for locating materials should be facilitated. These are as follows:

1. Collect as many materials as possible that meet predetermined criteria or that can be modified upon evaluation to meet these criteria
2. Collect a variety of types of materials in each subject matter area
3. Identify items of need in a particular subject matter area
4. Identify research and projects underway
5. Collect information regarding each instructor's special professional interests and area of expertise in their subject matter area

A survey of instructors should be made from which information about available resources may be obtained. In addition to listing materials available on the survey form, instructors can also list materials they would like to receive if available and provide pertinent information for the human resource file. The latter might include a description of their current involvement in any research or special projects or areas of professional involvement.

Instructors should be provided with a list of useable criteria for evaluating their materials. The advisory council will help develop these criteria for ensuring relevance and practicality of materials submitted. Even though the materials will be evaluated two other times (once by the review board and once by the network personnel), instructors are best able to provide certain types of evaluation and to make appropriate changes. For example, instructors should

be asked to check the correctness of referencing sources of information cited in their materials. In addition, they can provide valuable insights into each item's recommended use. The goal of instructor evaluation certainly is not to inhibit participation but to maximize the efficiency of the total evaluation process.

Communicating with a linking agent at each college should also help the network locate materials. Although each instructor is encouraged to communicate with the network personnel as the need arises, a linking agent should help represent the network throughout the department. In so doing, they can encourage the instructors' participation in identifying, locating, and sharing their instructor-developed instructional materials. The linking agent should help disseminate, collect, and return correspondence as a means of encouraging and assessing the department's involvement with the network. Feedback from the linking agent should be valuable to the network personnel in addressing problem areas in locating materials as well as all other activities of the exchange process. Each participating institution should be asked but not required to identify a linking agent. Suggestions for this position should be considred as potential volunteers whom the network can contact regarding their interest in the position. Appropriate materials and guidance will be provided by the network to any person who volunteers to accept this responsibility.

Once materials have been identified and evaluated by the instructors, they should be mailed to the network for further evaluation prior to cataloging and storage. (Actual retrieval and use will not begin until the second year.) In the majority of cases materials mailed to the network will be accepted only as a permanent item for exchange in the network rather than a temporary loan. Instructors should be encouraged to submit a duplicate of their work, keeping a copy for themselves. The network should also have funds available for duplicating materials that are too costly for the contributors to duplicate; for example, a slide/cassette series.

Considering that items will be accepted only if given to the network, participating instructors should be assured that the network personnel will not violate any copyright laws which might be in effect for these items. For example, a handout would not be duplicated to increase availability without prior written consent by the contributing instructor. The network cannot be responsible, however, for the actions of borrowers in regard to copyright violations except to notify network users that an item is protected by copyright laws. One criterion

for membership might be a pledge to respect copyrights on materials borrowed from the network.

Evaluating Materials the First Year

The overall goal of evaluating materials the first year of operation is to build an exchange network that will supply a variety of quality instructional materials that might help the instructors meet student learning needs more efficiently and effectively. Materials should be evaluated according to pre-established criteria, by supplying instructors, review board, and network personnel. The following are some major considerations to be addressed in this process:

1. Materials should be evaluated regarding adequacy of representation in each subject area.
2. Materials should be evaluated for similarity with other materials in the system so that distinguishing characteristics can be identified.
3. Materials should be evaluated so that reading levels and style of presentation can be identified.
4. Materials especially suited for the student with special learning needs should be evaluated as such and this information supplied in the catalog.

A valuable part of the first-year evaluation of materials should be consideration of the supplying instructor's own insights into the use of the item. The supplying instructor is best able to describe shortcomings and/or strong points of the item as used, potential benefits to be derived from its use, audience for which it is appropriate, and the objectives that might be achieved with its use. Each instructor should be responsible for adhering to copyright laws on items used in the production of instructional materials entered into the network, including proper referencing of sources used in its compilation.

Descriptions of the products should then be featured in the catalog, to be distributed at the end of the first year. Descriptions should include the type of materials, difficulty level, concepts and subject matter area represented, and recommendations for use.

Entering Materials Into the Network

Once materials have been located, received, and evaluated, they should be ready to enter the network. Official entry should be made through the system's cataloging procedures. Goals for these procedures include: 1) minimizing the potential for loss, 2) facilitating the appropraite selection of materials based on user needs, 3) ensuring ease of retrieval and dissemination, 4) providing information to include in a printed catalog, 5) providing feedback regarding each

instructor's and institution's participation, and 6) providing feedback regarding relevancy of materials in the network.

Both a manual library system and a computer system should be used in cataloging. All materials entering the system should, therefore, be coded for purposes of identification in a computer system, in the printed catalog, in the card files, in the center's storage facilities, and in correspondence regarding each item. Information to be coded for each item includes the subject matter represented, concepts included, method of presentation (slides, cassettes, handouts, etc.), item number and copy number, and name of the supplying instructor and institution. The code number assigned to each item will thereafter be the call number for retrieving it from the system. Descriptive information regarding each piece should also be entered into a cataloging system, detailing items that were previously discussed for listing in the printed catalog. These include recommended use and difficulty level.

Using a Computer System. A computer system used to enter items into the network the first year of operation could serve a number of functions. Some of these are as follows.

1. Recording results of the initial survey of materials. Items on the original survey list but not submitted would provide a list of potential new materials to meet user needs the second year.
2. Recording materials as entered into the network so that an updated list of materials will be maintained for compiling the catalog and quarterly update sheets.
3. Providing a listing of all materials supplied by each instructor at each college to assess the level of interest and participation.
4. Providing a listing of all materials in the network by concept and subject matter represented.
5. Assessing reading levels of written materials for proper coding and description.
6. Providing a list of instructor activity in research and projects.

Printed Catalog. One important result of the cataloging system should be the compilation of information to be contained in a printed catalog of materials in the network. It will be printed with a five-hole punch so that update sheets of new materials, policies, and guidelines could be added. As long as adequate financing is available, there should be no charge to the users for this catalog. The catalog should be organized so that it can be easily used by instructors when selecting materials.

Second Year Activities

Actual exchange of materials entered into the network the first year will begin the second year. The success of this exchange will be influenced by three factors: 1) maintaining an effective system of dissemination, 2) maintaining open lines of communication with the users, and 3) evaluating the network operations and organization throughout the year.

Disseminating Materials From the System

Goals for the actual dissemination of "check-out" process include prompt reponse to user requests, accurate matching of user needs to available materials, maintaining proper records on items leaving the network, and identification of additional materials needed but not currently available. Both a computer system and the manual cataloging process should be valuable to network personnel in achieving these goals.

Upon receipt of the catalog, instructors can preschedule a limited number of items for use, indicating their first, second, and third choice dates. When received, these items and dates will be entered into a computer system to be retrieved so that items can be mailed on designated dates. Items should be scheduled in the order requests are received and confirmation of scheduling dates forwarded. Should prescheduled items become unavailable due to loss, damage, or being overdue, notice should be sent to this effect. To encourage responsibility in using network materials and to help ensure all instructors maximum accessibility to materials, users will be assessed fines for overdue, lost, or damaged materials.

Accompanying all materials loaned (in addition to one copy of the check-out form) should be a return pre-addressed shipping label, a form for user evaluation of the materials received, and a short reminder to share new materials with the network.

Maintaining Open Lines of Communication

Network personnel will attempt to maximize the opportunity for two-way communication between themselves and the users. Appropriate correspondence, accurate records, a linking agent in each college, and training workshops should help the network achieve this goal.

Several items of written correspondence should be used to help facilitate two-way communication. Immediate responses may be in the form of sending the materials requested, sending the appropriate memos (as discussed in regard to requests for materials), and/or requesting additional information from the user. Additional communication should come through a newsletter to be sent

quarterly beginning at the end of the first year and continuing every three months thereafter. The newsletter should note the progress of the network as well as provide a form for users to request items of special need not listed in the catalog. It may also contain notices of results of research and projects completed and notices of any workshops or other special events to be conducted. Accompanying the quarterly newsletter should be the updated catalog sheets listing new materials entered into the network during the past three months.

The linking agents should continue to help improve communication between the network and instructors in a college. Although individual instructors will have direct access to the network, they may communicate their questions and needs to the linking agent for more efficiency.

Traning workshops may or may not be a part of the network functions. If they should be conducted, however, they provide another opportunity for face-to-face contact.

Evaluating Network Organization and Operations

As with the first year, both continual and periodic evaluations should check the network's effectiveness and implement needed changes at the most appropriate time. Continual evaluation should consist of analysis by the network personnel of user feedback and the system's effectiveness and efficiency in meeting daily requirements. Periodic assessments should be conducted as a cooperative effort between network personnel and the advisory council. It is suggested that these overall evaluations take place every six months.

Continuing or ongoing evaluation of the network's function can be achieved by frequently asking questions such as: Is the system able to satisfy user needs when requested? Are appropriate materials available? If not, can they be located? Is the network able to keep pace with requests? Are correspondence, cataloging, filing, mailing, and other communications being handled efficiently? What kind of complaints are received? Are users returning the materials on time and in good condition? What evaluation comments are made about materials used? Should the materials be changed to reflect these comments before being sent to another user? If so, how can this be done?

These continual assessments and actions taken to improve operations and organization should be valuable components in the periodic evaluations. They should be reviewed by the advisory council and network personnel in making a detailed objective analysis of actual participation in and satisfaction with the exchange network. Computer printouts, user evaluations, and financial records

should be instrumental in promoting the objectivity of this analysis. In addition, surveys of student reactions to the instructors' use of the network materials in the classroom could be another evaluation item. The end product of these periodic evaluations will be determination of the potential for successful continuation of the network, accumulation of justifications for this continuation, and recommendations for changes that might increase the effectiveness of network organization and operations the third year. Questions asked during these periodic reviews might include the following.

1. Is the network providing materials that meet the users' needs as evidenced by their participation, amount of exchange, and their evaluation of materials used?
2. Is there enough interest in the network to justify its continuation? Are users contributing materials as well as borrowing them?
3. Has the amount of material available for exchange increased? Improved in quality?
4. Do instructors use the network repeatedly or is its use a one-time trial?
5. Has the number of contributing instructors grown?
6. What is the prospect for the materials available for the third year to satisfy user needs?
7. Are network guidelines and policies adequate for continuation?
8. Is the network meeting its goals?
9. Are additional sources of funding needed? Available?
10. How do network operations need to be changed to foster successful operation and continued growth the third year?

In order to increase the advisory council's ability to evaluate effectively during these periodic reviews, the council should be kept informed of network operations as necessary throughout the year. One way of maintaining their awareness and interest is by sending them the quarterly newsletter. As problems are encountered or need for suggestions arises, a written questionnaire to survey their opinions may be useful.

Third-Year Activities

The main network goal for the third year should be to revise the system according to evaluation conclusions from the second year while maintaining services to the users. Also, new services should be provided as the demand and

financing capability warrant. Areas which might change based on user feedback, include the following.

1. Arrangement and content of descriptive printed catalog
2. Frequency and nature of communications, including newsletter and update catalog sheets
3. Check-out procedures, organization, materials, and policies
4. Methods for recruiting new members
5. Methods of financing the network operations
6. Acquiring new personnel
7. Personnel responsibilities
8. Supplies and equipment needed
9. Method of evaluating materials
10. Use of computer

New services which logically might be added the third year include the following.

1. Conducting workshops in areas of need or interest
2. Capability for computers in other locations to link up with the network computer to identify and order materials.
3. Capacity to provide materials in the form of "information files" rather than sending just a single piece if appropriate materials are available to incorporate into one unit.
4. Printing instructor-developed annotated bibliographies of resources used in developing course content.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The overall objectives of this project were to produce a detailed long-range plan for the development of a post-secondary vocational home economics instructional materials exchange network and to obtain for the plan the support of selected post-secondary presidents, vocational-technical deans and directors, and home economics program coordinators and instructors. Information obtained from a review of literature, input from other states, and input from selected post-secondary personnel was included in drafting both the preliminary and final plan.

Based on the results of this study, it was concluded that a state-level system of exchanging instructor-developed instructional materials could benefit post-secondary vocational home economics instructors and their supporting institutions in meeting student learning needs. A three-year plan was developed to establish a network for exchanging these materials. The final plan includes the following components: 1) methods of materials acquisition, evaluation, cataloging, storage, and retrieval; 2) use of the computer in cataloging; 3) needed physical facilities; 4) recommended personnel requirements and qualifications; 5) means of publicizing the network and encouraging membership; 6) means of increasing communication and the human resource potential of the network; 7) suggestions for use of an advisory council, linking agent, and review board; and 8) evaluation of the total network operations.

Results of the survey accompanying the preliminary plan indicated that those responding are very supportive of the network plan. Of those responding, 94 percent said they would endorse the network plan as submitted while an additional 3 percent would endorse it if revisions indicated were made. The fact that only 38 percent responded to this survey, however, implies the need to further assess potential user interest in the network prior to its actual implementation. Several factors could have contributed to this rate of return other than lack of interest in the network: 1) length of questionnaire, 2) clarity of questions, the cover letter and/or the outlined preliminary plan, and 3) time considerations by those who received the survey. Therefore, another survey of interest in and reaction to the network plan is recommended.

Other recommendations for network operation based on findings from both surveys of the selected post-secondary personnel in this study are as listed below.

1. All materials entering the network should be evaluated and modified as necessary to meet predetermined criteria prior to use.
2. The network personnel and instructors should be involved in materials evaluation. A review board may be another source of objective evaluation.
3. Instructors should be encouraged to submit as many materials as possible that meet predetermined criteria. If the network leaves them with the impression that most materials are not suitable, the network might receive less volume for exchange than otherwise would be the case.
4. The network should maximize its potential to locate materials that meet user needs. One recommended way of doing this is through instructors listing materials they have developed and submitting this list to the network.
5. The exchange network should maximize the potential for human resource exchange and communication among network users and between network users and personnel. Making reports of participating instructors' research and projcet reports available through the network is one means of accomplishing this objective. A quarterly newsletter sent to users will also be beneficial.
6. The network should be judicious in adding new services. Both the users and advisory council should be consulted prior to their implementation to determine their desirability and acceptability. In addition, any organization providing financial support to the network should be agreealbe to these new services.
7. The network should not charge membership fees without further study of the users' attitudes toward these. They may be more readily accepted after the network has proven its usefulness the second year of operation.
8. Although the linking agents have much potential for encouraging network effectiveness, they may not be a desirable element of the network based on survey results. Further study is needed to determine the feasibility of this item of network operation.
9. If not adequately funded by state or other sources, the network might have to turn to participating institutions for obtaining additional funds for operation. Realizing most respondents were noncommittal on this subject, their support would have to be obtained through further study and contacts by the network.

10. The budget for an exchange network needs to include an amount for duplicating the originals of materials submitted to the network when return of the original is requested. Also, having several copies of each item available should increase accessibility. Cost of duplicating audiovisuals as well as printed materials should be included. Duplication should be seen, also, as a means of assuring an extra copy is available to replace ones that are lost by users or irreparably damaged.

11. Assessing fines to network users for overdue, lost, or damaged materials appears to be an appropriate policy. These fines should be discussed as part of the network policies and guidelines.

12. The network should take precautions not to violate the owner's protection under the copyright laws for items submitted to the network and should duplicate materials only with the owner's express written permission. The network, however,cannnot be responsible for users' violations of copyrights, which should be addressed in membership policies and guidelines.

13. The network should accept only those materials which are given to the network. Accepting materials on loan or purchasing materials from varied sources does not appear to be conducive to network goals and policies.

This project has endeavored to set forth a well-developed plan for the systematic exchange of instructor-developed materials among post-secondary vocational home economics instructors. Thc exchange of instructor-developed materials may not, however, be a priority of potential funding agencies in years to come. Therefore, it is recommended that if funding for the exchange network as proposed in this report is not forthcoming, alternate methods be pursued which would facilitate the exchange of instructor-developed materials. The exchange of instructor-developed materials might be encouraged through professional organizations or through in-service training sessions and workshops.

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APPENDICES

APPENDIX A

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear friends,

The Home Economics Instructional Materials Center at Texas Tech University is currently developing a plan to implement a post-secondary vocational home economics instructional materials exchange network in Texas. The results of a needs assessment survey involving post-secondary vocational educators in our state, completed in June, 1981, indicated a need for such a network. Ninety-four percent of our respondents signified that they would benefit greatly from an instructional materials sharing network.

Initially, our goals are to identify and review literature pertinent to the establishment of a sharing network, and to locate and correspond with other states which have similar programs. If such a network exists in your state, we would like the names and addresses of individuals who might give us information regarding program implementation, scope, function, and financial organization of the network. For your convenience, write the names and addresses in the space below, and return in the stamped self-addressed envelope. Your consideration of this matter is greatly appreciated.

Sincerely,

Candice H. Bowers
Curriculum Specialist

Dawn A. Singleton
Research Assistant

CHB/ds

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear Colleague,

The Home Economics Instructional Materials Center at Texas Tech University is currently developing a plan to implement a post-secondary vocational home economics instructional materials exchange network in Texas. The results of a needs assessment survey involving post-secondary vocational educators in our state, completed in June 1981, indicated a need for such a network. Ninety-four percent of our respondents signified that they would benefit greatly from an instructional materials sharing network.

From earlier correspondence with the state department of education, we understand that you are in charge of a similar or related program in your state. At this time, it would be most helpful to us if you could supply us with a brief analysis of your program's organization and success by completing the enclosed inquiry sheet.

We refer to "materials exchange network" in this inquiry, meaning a centralized system that stores and retrieves instructional materials and facilitates their exchange among instructors. We realize your program may vary in function from this system, but your response to the inquiry would be appreciated in either case. Please return it in the enclosed postage-paid envelope by April 9.

Thank you for your time and cooperation.

Sincerely,

Candice H. Bowers
Curriculum Specialist

CHB:ps

Enclosure

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

APPENDIX C

INQUIRY

1. Are instructor-developed materials exchanged through your program? ___Yes ___No
   Briefly explain the scope and function of your program.

2. Is your state's exchange network (or related program) currently operational?
   ___Yes ___No If not, briefly explain why it was discontinued and when?

3. What factors, conditions or organizational components have contributed to its continuing success and desirability, in your opinion?

4. What problems or obstacles have you encountered that challenged the network's successful continuation?

5. Would instructors find materials from your network more appropriate and useful than those from a national network? ___Yes ___No Why?

6. Please provide a brief history of your program by responding to the following:

   a. Year your program was started?

   b. Reasons program was established (purposes to be served, goals)?

   c. Evidences of growth in participation and volume?

   d. Future plans for continued operation?

Submitted by _____
Name

_____
Institution

APPENDIX D

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

The Home Economics Instructional Materials Center located at Texas Tech University is currently investigating the feasibility of establishing a state-wide instructional materials exchange network. We envision the formation of a mechanism for the exchange of information, ideas, and materials amoung Texas' post-secondary home economics educators. Technical functions of such a network might include material evaluation, acquisition, technical processing, storage for retrieval, and evaluation of system effectiveness. A needs assessment conducted by the center last year, revealed that 94% of the 93 post-secondary vocational home economics instructors responding would benefit greatly from such a network.

In other states, the need to share information and materials has been met in a variety of ways. In California, the Vocational and Occupational Information Center (VOICE) was established to house instructional materials including audio visual material, reference materials, textbooks, learning activity packets, and curriculum guides. These materials are made available for checkout by any community college instructor in the state. Other states, including North Carolina and Oregon, have similar programs. The utilization of materials exchange networks in other states has been shown to increase teacher effectiveness, while at the same time avoiding the unnecessary costs resulting from duplication of instructional materials. South Carolina's Superintendent of Education described the importance of his state's sharing network in the following manner:

> During the pilot program 1970-1973, there was a growing realization that the services provided by the dissemination network were not ancillary but essential in assisting educators to approach problems rationally and to examine alternatives when planning new or improved programs. Therefore, after phasing out of federal funds, South Carolina assumed full financial responsibility for the program.

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At this point, we are seeking input from Texas' post-secondary presidents, vocational-technical deans, and vocational home economics programs coordinators. We would like to know your thought regarding the establishment of such a network to serve post-secondary vocational home economics instructors. A further goal, if successful, would be to establish a more comprehensive system serving all post-secondary vocational programs in the state. For your convenience, the enclosed questionnaire will allow you to respond to the appropriateness of a sharing network in our state. Please add additional comments in the space provided and return in the self-addressed envelope enclosed. Your consideration of this matter is most appreciated.

Sincerely,

Candice H. Bowers
Curriculum Specialist

Dawn A. Singleton
Research Assistant

CHB/ds

APPENDIX E

Name_____

Instructional Materials Exchange Network

1. What is your opinion of instructors exchanging instructor-developed materials amoung st-secondary educators?

2. How could such a system be implemented to serve post-secondary vocational home economics teachers in Texas?

3. Who do you think should be responsible for the financial support of the network?

4. What additional services would you desire from such a network?

5. Please include any additional comments regarding the formation of a sharing network.

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PLEASE RETURN BY NOVEMBER 1, 1981 TO:
INSTRUCTIONAL MATERIALS CENTER, TEXAS TECH UNIVERSITY IN ENCLOSED ENVELOPE

APPENDIX F

GOALS AND RELATED FUNCTIONS OF A TEXAS POST-SECONDARY VOCATIONAL HOME ECONOMICS MATERIALS EXCHANGE NETWORK

I. To provide greater accessibility to appropriate instructor-developed materials

- A. Materials acquisition
  1. Survey materials available
  2. Encourage maximum input of materials available
  3. Identify needs in subject matter areas
  4. Request submission of needed materials
  5. Receive materials to be processed and entered into network
- B. Materials evaluation
  1. Develop criteria for materials evaluation with advisory council's assistance
  2. Establish a review board to review selected materials
  3. Encourage instructors to share their insights regarding their use of the material(s) submitted
  4. Evaluate each item before entering it into network for exchange
     a. Determine the need to revise materials received prior to network entry based on
        1) Feedback from review board
        2) Assessment by network personnel
     b. Establish accurate descriptions of the recommended use, level of difficulty, etc. of each item as will be listed in the printed catalog
  5. Evaluate the relevancy of each item as demonstrated by its number of uses and a review of follow-up evaluations received from its users
- C. Materials cataloging
  1. Enter materials into network with appropriate coding and storing to facilitate
     a. Retrieval by computer and/or hand search
     b. Identification of the nature of materials available
        1) On identified concepts within a given subject matter area
        2) To meet students' special learning needs
     c. Retrieval of information on the amount of participation by different instructors and institutions
  2. Compile descriptive listing of materials entered into network in a printed catalog (loose-leaf binder form for adding update sheets)
- D. Materials dissemination (check-out)
  1. Locate and ship materials requested on catalog order form
  2. Use computer to pre-schedule materials requested in advance
  3. Send appropriate correspondence to instructor requesting materials, including memos confirming shipping dates or requesting alternative shipping dates

4. Search for instructor-developed materials to fill special needs
5. Package materials for safe transportation and ease of return
6. Make proper computer and card file records to identify location of each item at all times and provide input for final evaluation of use of each item

II. To promote greater accessibility to appropriate human resources

A. Identification of human resources
   1. Establish reference file of research or project activities and acquire the final report
   2. Request instructors' assistance in locating instructor-developed materials for special needs

B. Immediate outcomes
   1. List instructors in catalog, providing descriptive information regarding their professional activities and involvement in research and/or special projects
   2. Share research or project reports entered into network, notifying users of their availability through the catalog and newsletter

III. To encourage maximum participation in network through appropriate communication

A. Printed media
   1. Forms for surveying, submitting, requesting and evaluating materials
   2. Annual catalog with quarterly update sheets
   3. Quarterly newsletter
   4. Descriptive brochure to hand out or mail to potential users
   5. Correspondence--memos on overdue materials, materials availability, etc.

B. Personal contacts
   1. Pre-arranged visits to selected colleges by project director
   2. Telephone calls to and from colleges, as needed
   3. Presentations by project director at selected professional meetings
   4. Communications with a voluntary "linking agent" to represent each college's special needs, questions, interests, etc.

IV. To provide appropriate resources to facilitate maximum operation of network

A. Initial personnel requirements (to be reviewed annually)
   1. Project director to have following qualifications
      a. Minimum of B.S. in Home Economics
      b. Experience related to post-secondary home economics programs
      c. Experience in curriculum development and evaluation
      d. Experience in supervising projects and personnel
   2. Project assistant to have following qualifications
      a. Graduate student
      b. Minimum of B.S. degree in Home Economics or other appropriate area

c. Ability to evaluate and catalog materials
d. Ability to work with computer in storing, retrieving, and evaluating information
e. Ability to communicate effectively with other people

3. Secretary
a. Clerical abilities in typing, recordkeeping, filing, and organization
b. Responsibility for daily activities of correspondence and materials dissemination

B. Location for network operation
1. Based in an institution which could support the network activities adequately
2. Should include
a. Office space
b. Accounting and finance
c. Library
d. Printing services
e. Research services
f. Computer services

C. Materials and supplies needed

V. To provide appropriate evaluation of network effectiveness

A. Continuous analysis of network activity through
1. Computer feedback
2. Other records
3. Communications
a. Letters from instructors
b. Telephone calls to and from instructors
c. User evaluation forms for materials used

B. Incorporate user feedback regarding
1. Materials relevancy
2. Appropriateness of catalog descriptions
3. Adequacy of matching materials to user needs

C. Establish and work with advisory council
1. Membership--to include representatives from each subject matter area in the post-secondary vocational home economics program
a. Child development
b. Fashion design/tailoring
c. Food service/dietetics
d. Interior design
2. Function
a. Develop guidelines for evaluation of materials and overall network effectiveness
b. Make recommendations for change

VI. To change the network's operation as needed based on evaluation findings

A. Membership requirements
B. Methods of financing network operation

C. Resources needed
   1. Personnel
   2. Equipment
   3. Materials
   4. Supplies
D. Services available through network
E. Organization of network
   1. Record keeping
   2. Use of computer
   3. Methods of communication
   4. Methods of dissemination
F. Methods of evaluation
   1. Advisory council review
   2. User feedback
   3. Computer analysis
   4. Input from review board

IMPLEMENTATION TIME TABLE

I. First year--organization set in place
   - A. Employ project personnel based on time requirements listed below
     1. Project director--20% time
     2. Graduate assistant--50% time
     3. Secretary--50% time
   - B. Establish advisory council and review board
   - C. Work with advisory council to develop
     1. Network guidelines and policies
     2. Network evaluation criteria, including criteria for materials
   - D. Acquire needed materials, equipment and supplies
   - E. Survey instructor-developed materials available for loan to network
   - F. Develop cataloging and check-out system with computer support
   - G. Distribute written guidelines to all vocational home economics programs on how to submit items to network and how network will operate once in place
   - H. Encourage participation by attending professional meetings, visiting selected community and junior colleges, and making appropriate telephone calls
   - I. Begin collecting and cataloging materials for exchange the second year
   - J. Prepare, print, and distribute descriptive catalog along with newsletter highlighting first-year activities
   - K. Identify and establish working relationship with linking agent at each college

II. Second year--exchange of materials begins
   - A. Review personnel requirements, including need to revise time as listed
     1. Project director--50% time
     2. Graduate assistant--50% time
     3. Secretary--50% time
   - B. Begin check-out of items requested through catalog
   - C. Encourage submission of additional instructor-made materials, including those of special need not submitted the first year
   - D. Meet with the advisory committee to evaluate network progress
     1. After the first six months of operation
     2. Again at the end of the second year
   - E. Review network operations and organization continuously to assess possible need for revisions
   - F. Request user input in evaluating network effectiveness
   - G. Re-evaluate materials based on user feedback

III. Third year--revise network as needed
   - A. Revise network operation according to second-year evaluation results
   - B. Maintain exchange operations
   - C. Possible areas to be changed or revised
     1. Personnel requirements, including need to revise time as listed
        - a. Project director--50% time
        - b. Graduate assistant--50% time
        - c. Secretary--full time
     2. Services offered
     3. Methods of financing
     4. Network policies and guidelines
     5. Obtaining additional instructor-made materials of special need

APPENDIX H

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

March 24, 1982

Dear Colleague,

The Home Economics Instructional Materials Center is investigating the feasibility of establishing an instructional materials exchange network for post-secondary vocational home economics instructors in Texas. Vocational home economics programs in Texas include child development, food service, dietetics, fashion design, alterations and tailoring, and interior design. Previous research indicates that 94% of the post-secondary vocational home economics instructors in Texas would benefit from the exchange of instructor-developed materials.

Attached is a preliminary plan, in outline form, which was developed through input from post-secondary personnel in Texas, including presidents, deans, directors, and instructors. Please take a few minutes to review the plan and complete the attached questionnaire to give us your reactions to the plan. Return the questionnaire in the enclosed envelope by April 7.

Thank you for your time and consideration.

Sincerely,

Candice H. Bowers
Curriculum Specialist

CHB:ps

Enclosures: 2

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

APPENDIX I

QUESTIONNAIRE FOR RESPONDING TO
PLANS FOR THE EXCHANGE NETWORK

Submitted by: _____
Name and title of person completing questionnaire

_____ _____
Institution represented Date Returned

Part I.

Directions: Please provide a written response to the following questions.

1. Do the goals, as outlined in the plan, seem appropriate for an exchange network? ___ Yes ___No. If "no," how would you revise them?

2. Are the functions or activities outlined appropriate for achieving these goals? ___ Yes ___No. If "no," indicate revisions, additions, or deletions needed.

3. What further suggestions would you make to revise the plan as outlined?

4. Are you interested in using materials that might be available through such a network? ___Yes ___No. Please explain your answer.

5. Do you have materials you have produced that you would be willing to share with such a network? ___Yes ___No If "yes," please indicate what type and subject area on which available. If you would not loan materials, please explain your position.

Part II.

Directions: For each item below, circle the letter of the phrase which best completes the statement in your opinion.

1. A goal for the first year, when the network is being established, should be to accept
   A. as much material as possible.
   B. only those materials which meet predetermined criteria.

2. Evaluation of the method of presentation, subject matter accuracy and difficulty of the subject and material should be the responsibility of the
   A. instructor submitting the material.
   B. exchange network personnel.
   C. review board.
   D. network personnel and review board.

3. Items submitted to the network by an instructor should be
   A. held permanently by the network.
   B. reproduced and returned to the instructor.

4. The network should
   A. request submission of additional instructor-developed materials that might be available to fill special needs.
   B. limit services to providing materials in network at the time of the request.

5. A "linking agent" at each college would
   A. be helpful in assisting and encouraging instructors' participation in and use of the network.
   B. serve no purpose since each instructor will have access to the network.

6. If sufficient funding is not available from other sources to support the network, membership fees
   A. should be considered.
   B. should not be considered.

7. If necessary to provide additional services requested, membership fees
   A. should be considered.
   B. should not be considered.

8. The timetable, as outlined, seems to require
   A. adequate time.
   B. too much time.
   C. too little time.

9. As outlined, the exchange network is one I would
   A. endorse.
   B. not endorse.
   C. endorse, if revisions indicated in Part I were made.

Part III.

Directions: For each statement below, place a check (✓) in the blank in the column that best describes your position: "agree," "disagree," or "undecided." Make any additional comments in the space provided.

Statement	Agree	Disagree	Undecided	Comments
10. Contribution of materials developed for sale by other sources should be accepted for inclusion in the network if they meet designated criteria.	___	___	___	10.
11. Instructors using materials should be fined for loss or damage to materials in their possession.	___	___	___	11.
12. Users should be assessed fines for overdue materials.	___	___	___	12.
13. Having duplicate copies of printed instructor-made materials available is a desirable network function.	___	___	___	13.
14. Instructors would benefit from research and project reports shared through the network.	___	___	___	14.
15. The number and qualifications of the personnel as described appear adequate for the first year of network operation.	___	___	___	15.

Statement	Agree	Disagree	Undecided	Comments
16. Membership in the advisory council should include one representative from each of the subject matter areas served by the network.	___	___	___	16.
17. One or more post-secondary students should be included in the advisory council.	___	___	___	17.
18. The network should survey students periodically to assess their reactions to use of network-exchanged materials in their courses of study.	___	___	___	18.
19. Travel expenses should be provided by the council member's institution when attending advisory council meetings.	___	___	___	19.
20. Estimated annual operating costs of $30,000 the first year, $40,000 the second year, and $50,000 the third year seem reasonable for the network as planned.	___	___	___	20.